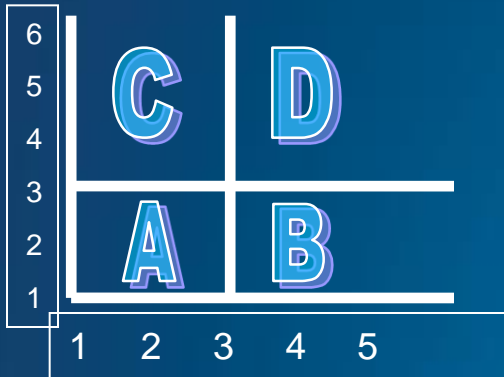


Moving Out of Your Comfort Zone to ReFocus, RePosition and ReInvent Your School

Raymond J. McNulty, Senior Vice President
International Center for Leadership in Education
ARIZONA

Rigor/Relevance Framework Supported by Relationships



Learning Criteria to Support 21st Century Learners

Foundation Learning

Stretch Learning

Learner Engagement

Personal Skill
Development

Components of School Excellence

- Embrace a Common Vision and Goals
- Inform Decisions Through Data Systems
- Empower Leadership Teams to Take Action and Innovate
- Clarify Student Learning Expectations
- Adopt Effective Instructional Practices
- Address Organizational Structures
- Monitor Progress/Improve Support Systems
- Refine Process on an Ongoing Basis

FIDELITY OF IMPLEMENTATION

严谨的课堂结构

知识分类



应用模式

“学习应该是一个积极主动的过程。通常

学生到校是来观察老师的教学活动。

学生们只有在运用所学知识的过程中，

才能更好的掌握输入信息

并能了解所学知识的实用性。”

Willard R. Daggett, Ed.D., President
International Center for Leadership in Education
www.LeaderEd.com



**There can be no keener
revelation of a society's soul
than the way in which it treats
its children.**

Nelson Mandela



CLOSING

- It's Up To You
- Resistance to Change
- Being Extraordinary





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You Have Your Plan...
Now It's Up to You!!!





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FAQ's...





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How about FME's???



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Let's listen to the students...





I didn't do it because I didn't want
to add to your heavy workload.

I did it on the computer and my
printer broke.

My Dad accidentally put it in his
briefcase and took it to work.



I left it at Mom's house when she
took me back to Dad's house.

I must have lost it on the way to
school.

I left it in my shirt and my mother
put the shirt in the wash.

A sudden wind blew it out of my
hand and I never saw it again. ¹¹



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I was mugged on the way to school
and the mugger took everything.

My sisters scribbled all over it.

I lost it fighting this kid who said you
weren't the best teacher in the school.

Homework? What homework???



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**And if we allow the
excuses to “win,”
here’s what our
classrooms could
look like...**





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And speaking of excuses...



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Are the kids the
only ones with
excuses???



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Any of these
sound familiar???



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These kids just don't care!

Hmm... Maybe they don't care
how much you know until they
know how much you care.

We don't have enough \$\$\$!

When have we EVER had
enough \$\$\$?



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We don't have enough time!

Are we using the time we have
well??? More of the same won't
change results!

**We have too much to do, we
are overwhelmed!**

Focus, focus, focus-we're doing
this to ourselves!



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We have unions!

So work with them – do you think they want to defend bad teaching?

We have no parent support!

Have you really invited them into educational decisions?

What do you want them to do?

We have too many federal and state regulations!

Focus on what you can control!

The government doesn't support us!

The govt. has enough problems of its own right now...

We don't have the technology!

Are we using what we have
now well?

Our administrators keep changing!

But you're there...



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**We have some real negative people
in the building!**

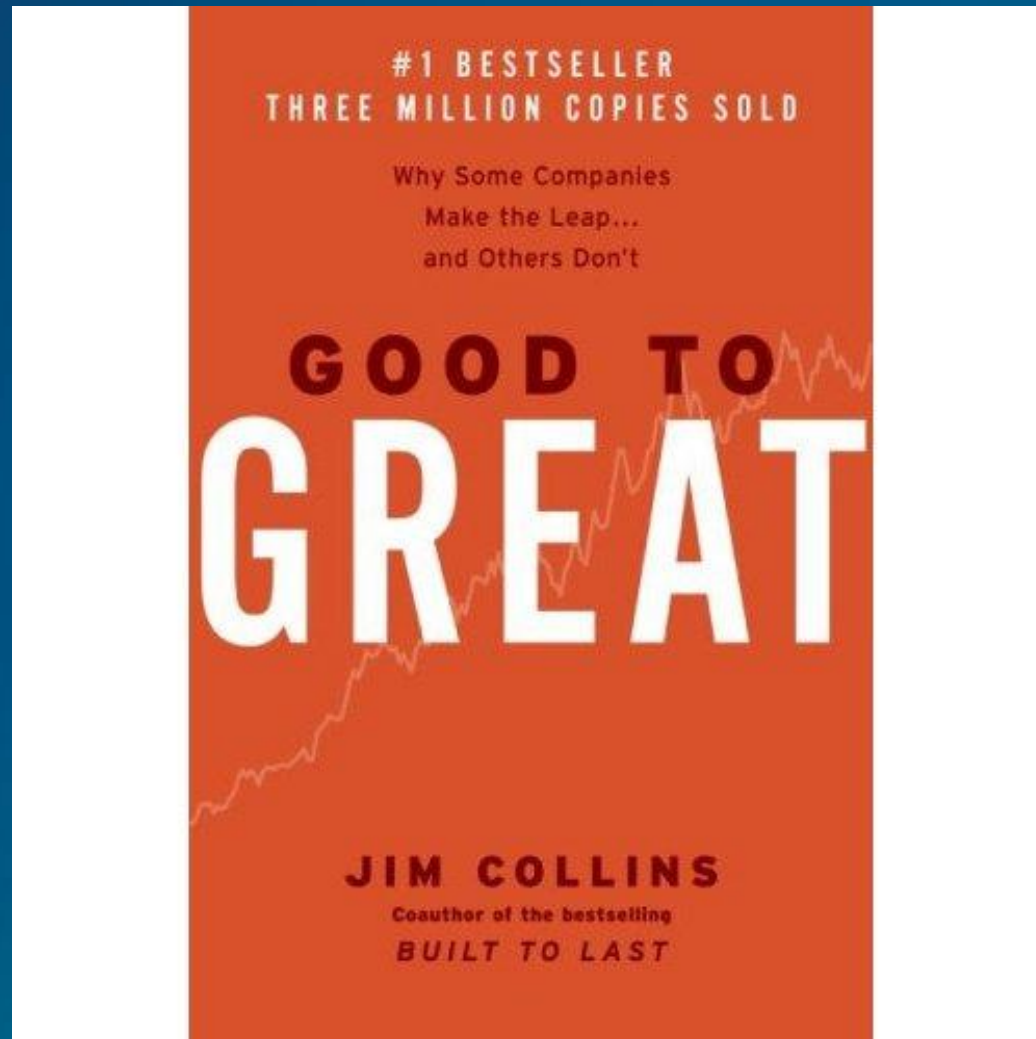
**So put them together and work
around them!**

We have a principal who isn't a leader!

**Leadership is about action,
not position!**



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Building a GREAT organization
proceeds in 4 stages:

- Stage 1 – **Disciplined People**
- Stage 2 – **Disciplined Thought**
- Stage 3 – **Disciplined Action**
- Stage 4 – **Building Greatness to Last**



Stage 1: **Disciplined People**

- Level 5 leadership:
 - Ambitious for the cause
 - Fierce resolve to do whatever it takes
- “...get the right people on the bus, the wrong people off the bus, and the right people into the right seats?”*



Stage 2: **Disciplined Thought**

- Confront the brutal facts
- Hedgehog concept – consistent simple concept
 - What can you be the best at?
 - What are you deeply passionate about?



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Stage 3: **Disciplined Action**

- Culture of discipline
 - People don't have jobs, they have responsibilities
- It's a long process, relentlessly pushing
 - No miracle moment!

Stage 4: **Building Greatness to Last**

- Have many leaders, multiple generations to keep the process going
- Preserve the core belief and stimulate progress

Many involved in “school re-invention work” would argue that change is the most talked about and least acted upon concept in education today.



**Stop waiting for the cure ...
you are the cure!!**



BEING EXTRAORDINARY



BEING EXTRAORDINARY

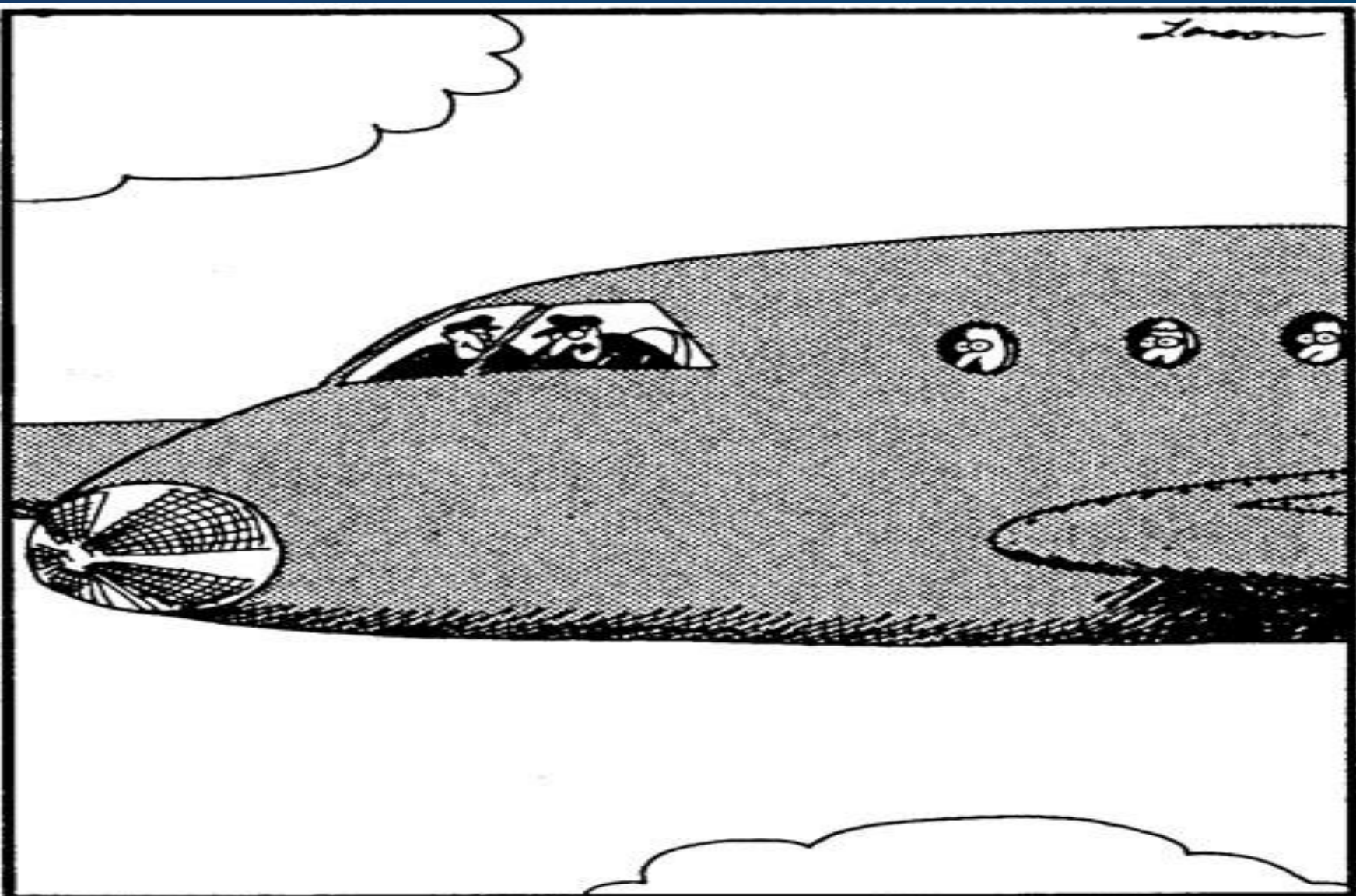
- Committed to the truth
- Be committed to delaying gratification
- Be someone who always has the chance of saying “yes”
- Live a life where you do not make others wrong



BEING EXTRAORDINARY

- Be committed to courage
- Be someone who produces results with absolutely no force
- Be a person who is peaceful in chaos





"The fuel light's on, Frank! We're all going to die! ... We're all going to die! ... Wait, wait. ... Oh, my mistake—that's the intercom light."

BEING EXTRAORDINARY

- Be committed to courage
- Be someone who produces results with absolutely no force
- Be a person who is peaceful in chaos
- Be committed to managing success, while being aware of its dangers (lottery winners and GM)



**What got us to where we
are today in education,**

**will not get us to where
we need to be!**



You will need to plan to improve the design of your system, but plan to learn, not plan to be right.

**LEARN YOUR WAY
INTO THE FUTURE.**





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And when it all comes
together, here's what it
can look like...

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The Invisible Difference

Passion

Commitment

